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P24-116.1F15

Fall 2015

**The Garbage Trail Lesson Plan**

**Essential Question:** What happens to our garbage?

**Description:** Children will investigate what happens to the garbage at school by following a bag of garbage from their classroom and finishing the trail through a non-fiction text. They will then problematize what will happen as landfills become full. This lesson will be used to launch a series of activities that will encourage children to find things that they can do everyday to reduce the amount of trash that they create at school, especially during lunch time.

**Grade Level:** Prekindergarten

**Focus Standards From The Prekindergarten Foundation for the Common Core:**

Domain 1 Approaches to Learning:

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

Domain 4: Communication, Language, and Literacy:

*Background Knowledge*

PK.CLL.2: Demonstrates he/she is building background knowledge.

*Viewing*

PK. CLL.3: Demonstrates that he/she understand what they observe.

*Speaking and Listening Standards*

PK.CLL.1: With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Domain 5: Cognition and Knowledge of the World

PK.CKW.SS.4: Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

PK.CKW.SS.5: Demonstrates an understanding of roles, rights, and responsibilities.

PK.CKW.S.4:

Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).

**Teacher Competency**

Component 3c: Engaging Students in Learning

**Time:** 60 minutes (can be split into two 30 minute lessons)

**Objectives**:

Students will:

* listen and follow the guest speaker, the school custodian, as they show and explain what happens to the garbage at school.
* learn about what happens to the garbage after it is picked up from school through a read aloud of a non-fiction text.
* make a visual representation of the garbage's path from the classroom to the landfill.
* discuss what will happen if people continue to produce large amounts of garbage while landfills fill up.

**Vocabulary:** trash, garbage, landfill, garbage truck

**Materials**: chart paper, markers, Where Does All the Garbage Go? by Melvin Berger

**Preparation:** Prior to the lesson, elicit the school custodian's help in showing and telling the class how the garbage in the school is collected.

**Mini Lesson**:

l. Ask children to share what they think will happen to the garbage that they have thrown away in the trash can at school. Extend their ideas by asking, "Where will it go next? What will happen when it gets there?"

2. Tell the class that the school custodian will help them investigate what will happen to the garbage.

3. Assist the custodian in explaining each step in the garbage's trail within school grounds (trash bag is removed from the trash can, taken out of the classroom, and put outside to be collected by a garbage truck.). Have the custodian demonstrate each step and to take them to each place the garbage will be taken to within school grounds. Pause the trail and tell children that they will continue their investigation in the classroom.

4. Back in the classroom, review with the children what they learned so far about the garbage's trail. Have volunteers draw each step of the trail. Incorporate arrows into the diagram to indicate the order of the trail.

*\*At this point the lesson can be continued on another day depending on children's attention span.*

5. Display and introduce the book Where Does All the Garbage Go? by Melvin Berger. Read the first five pages. Extend learning on each page by discussing pictures and vocabulary words.

6. Have volunteers add the next steps learned from the book onto the diagram.

7. Read pages 6-7 of the book and ask children to share what they think about landfills filling up and people continuing to make a lot of trash.

8. Tell children that there are things that they can do every day to reduce the amount of trash that they make. Have students share things that they already do.

9. Wrap up the lesson by telling children that they will learn more about some of the things that their friends are doing and learn other things that they can do as well within the classroom.

**Follow-up Lessons/Activities:**

* Brainstorm and implement things that they can do to reduce lunch waste (reduce waste by using washable plates and utensils, reuse milk and food cartons, and recycle).
* Weigh a bag of trash before implementing waste reduction action plan and after.
* As a home activity, have children investigate how they throw out trash at home and what happens to it.

**Rubric**

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| **3 - Proficient** | **2 - In-process** | **1 - Not Yet** |
| * Is able to retell the steps of the garbage trail in sequential order. * Shows understanding of the problem of overflowing landfills and its impact on people and the environment. * Understands his/her role in reducing waste. * Shares ideas that further his/her classmate's knowledge about garbage. * Able to apply at least two of the vocabulary words. | * Is able to retell the steps of the garbage trail with prompting and support. * Needs assistance in understanding why landfills will overflow and the problems this will cause for people and the environment. * Shares some ideas; but ideas are not relevant to topic. * Able to apply one vocabulary word. | * Is not able to retell the steps of the garbage trail, even with assistance. * Does not understand how overflowing landfills effect people and the environment. * Does not use any of the vocabulary words. |